Courtney Valencik

Children’s Lit

MyBookCASE Option 1

Book List

**1. Curious George**

The Curious George books are by far my favorite from my childhood. The stories of the curious little monkey were always a pleasure. My mother would never deny my brother and I Curious George books at the library, nor would she mind reading them over and over again. I was always amazed at the things that that little monkey could get himself into.

**2. Chicka Chicka Boom Boom**

This book was a favorite both at home and in school. When I read it, I felt like a poet or a rapper. It was also a great way to learn the alphabet in a colorful, rhyming book.

**3. Esperanza Rising**

I got this book from school at a “Reading Is Fun” program where students were allowed to pick a book to keep. Originally, I picked it because the girl on the cover looked like she was flying. I loved the book because it told about a rich girl living on a ranch who’s family is struck with tragedy during the Great Depression and is forced to move to a worker’s camp. I enjoyed reading about how she adjusted to having to work and give up her fancy life style to adapt to her new life with her mother.

**4. Oh, The Places You’ll Go**

This book is special for many reasons. As a child, I loved Dr. Seuss because I loved rhyming. This book was also read to my Senior class and I by my favorite teacher on graduation day. This book is very inspirational for people of all ages. It’s basic message is that through the ups and downs, you can go so far in life and be everything you want to be.

**5. The Little Engine That Could**

This book is one of the best inspirational stories for kids. The brave journey of that little train teaches kids that even when they think they can’t, they really can. Whenever I thought I couldn’t do something as a kid, there was always someone that told me to say “I think I can, I think I can”.

**6. The Barenstain Bears**

This book series was another popular pick from the library. These books taught lessons on about every subject. When one of the bears got into a situation or into trouble, they always made it through in the end. The lessons they taught were very good in relating to children and the trouble they may find themselves in some day.

**7. Winnie-The-Pooh**

This was a favorite book and a favorite movie. This was another that my mother read to my brother and I as kids. I loved the idea of talking animals out in the forest. I especially loved Tigger and all of his endless energy. Winnie-the Pooh taught a lot about friendships between the animals and Christopher Robin.

**8. Sweet Pickle Series**

These books were always available on the shelf of my childhood babysitter. The animals in these books all had their own personalities. My favorite being the fearless Fish because who doesn’t love a fish on a motorcycle? The books dealt with issues like trust, being shy, procrastinating, and being confident through cute stories.

**Young Readers**

Reflecting on the books that influenced me and stayed in my memory through the years, a pattern emerges. Each book that left an impression on my young mind also taught lessons and encouraged imagination for young adults and children. While all of the books possess some teaching and some inspiring, Curious George and Winnie-the-Pooh are more about inspiring the imagination while Chicka Chicka Boom Boom, Esparanza Rising, Oh the Places You’ll Go, The Little Engine that Could, The Barenstain Bears, and the Sweet Pickle books all include lessons and pieces of advice. All of the books are ones that children and young adults look back on over the years for motivation and advice. It is important that along with a good home support system at home, children have other things to look to for advice and to help them learn. Books are a safe, trustworthy source of information, inspiration, and guidance for children.

**Literature-Based Curriculum**

What is an English curriculum? Quite obviously I am not looking for a Webster definition, but merely asking what falls under the title of “English curriculum”. When students learn, they are active learners, constructing and organizing information in their memories. They connect new information with old information. But most importantly, they use language. Language is a system that supports communication across all times and distances, beginning in the nineteenth century with the development of a tradition of formal literacy instruction on the grounds that knowledge of language is what allows learners to be successful readers and writers in society. If language plays such a key role for students, why not help them get the absolute most out of it. In our society today, all kinds of cultures play an active role in the development of knowledge. In the nineteenth centuries, most of the literature being read was by one culture, but in today’s world, the minorities play just as big of a role in literature. Culture is what the curriculum needs. A Multicultural English curriculum plays a huge role in the English language and in the entirety of literature itself. Culture through literature, by means of texts about other cultures foreign to the learners and also by means of pieces written by cultures foreign to the learners, allows the learners to understand other cultures and their ways of learning while opening their minds to the knowledge of how adverse literature really is.

**The Curriculum:**

In order to introduce an interest in literature for the students, I propose that multicultural literature books are suggested for students to choose from. A suggested list by grade levels is listed below. The students will choose the book that interests them the most and participate in multiple classroom activities including reading circles with other students who chose the same book, and class discussions on the literature and cultural aspects. I believe that teaching in a multicultural way is important to students so that they understand both the differences and the interconnections of our cultures in other cultures in literature and in life.

**Grades 1-3:**

This time in a learner’s life is the most critical for introducing multitudes of literature to help mold their reading and understanding skills. While allowing them to choose which book they want to read sparks their interest and allows them to choose what interests them most, only four choices are provided, each having multicultural aspects that will be new and exciting for the students. It is important in these grades to get them interested in reading and also to widen their minds to the cultures of the world.

**1st:**

* I Lost My Tooth in Africa –
* What Can You Do With a Paleta? –
* The Fire Keeper’s Son –
* Abuela –

**2nd&3rd:**

* Rickshaw Girl -
* The People Could Fly -
* Baseball Saved Us -
* Shin-Chin’s Canoe –

**Grades 4-6:**

As the students get to 4-6 grades, they begin to gain a sense of self. They also develop better thinking skills and a higher interest to what they find interesting. At this age, they can read about cultures and really understand the differences.

**4th-6th:**

* The Birchbark House –
* Ninth Ward –
* Boys Without Names –
* Esparanza Rising –
* The Rainbow People -

*Cited Work:*

# Information: Stephen Tchudi, Pamela L. Grossman. English Education - TEACHING OF, PREPARATION OF TEACHERS. Net Industries. 2013. February 2, 2013. <http://education.stateuniversity.com/pages/1958/English-Education.html>

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